

Task II

style of typing → Arial Narrow 14

line spacing 2

margin 4 cm → top, Bottom

margin 2.5 cm → right, left

✓ justify

: باز

1-3 → One par. Essay

4-5 → classical five par. Essay

↳ 4 par. Essay

6-7 → Integrated Task 1

8-9 → and n-par. Essay.

(also) Indentation

Topic

Sentence.

Support 1

Support 2

Support 3

Reworded

T.S.

body

⇒ One paragraph
Essay

TS for class
شکل دست

بین دو پاراگراف در Enter بزنید و سرانجام از indent استفاده کنید.



Topic Sentence :

اولین دستین جمله را این است .

T.S = limited Subject + is + precise opinion

↓
نظردقیق

Lim. Sub ← توسط امکان مشخص است لازم به انتخاب نیست .

precise opinion ← باید نظر دقیق بر سبزه را جمع به موضوع مشخص شود و تکلیف خواننده در همان است که روشن شود که قرار است چه خواننده است و نظر و تضادش دقیق نیست .

Skydiving is dangerous. ✓

" " exciting. ✓

" " expensive. ✓

" " good. x **دقیق نیست**

" " bad. x

" " wonderful. x

" " terrible. x

" " interesting. x

دقیق بودن معنی است که در ذهن افراد مختلف یک مفهوم را ایجاد کند. خطونک بودن در ذهن هم یک معنی را می دهد اما خوب بودن برای یک تاخیر معنی برای زردی معنی برای یک سار یکی معنی را می دهد



بین رقیب نیست.

T.S → must be as short as possible. : توجه

introduction در T.S مجاز نیست زیرا استناد از آن به صورت زیر است:

Although people think skydiving is safe I think it is dangerous.

* در T.S نباید بیشتر از یک precise opinion ذکر شود.

* از بین چند توافق کدام را باید انتخاب کرد؟ چیزی را انتخاب نکنیم که برای آن دلیل داریم حتی اگر مخالف توافق شخصی است.

* متن باید convincing (متقاعد کننده) باشد که خواننده اگر هم توی مخالف ما دارد با ترجمه به دلیل ما متقاعد نشود. اینکه تلاش عرض شود یعنی توافق ما با ترجمه به دلیل این قانع کننده باشد.

* T.S اصول basic ذکر شده را دارد اما حتماً نباید به شکل آن بنویسیم بلکه به شکلی مختلف باشد اما مفهوم کلی آن مثل اصل باشد.

* T.S نباید جمله ای باشد که همه مخالف یا موافق آن باشند (بدیهی باشد) چون جای بحث باقی نمی ماند.



Supports

جلسه دوم

حلقه دین پارکین با 3 support وجود داشته باشد

Supports — Examples — Quick Examples

~~Narrative Examples~~

عبارت

— statistics (آمار و ارقام)

— statements by Authorities

Q. Enum : سریع ذهن در بینه نه آید خواننده هم سریع به آن ارتباط برقرار می کند Name, fact, reason, advantages

* همه support ها به specific (خاص) باشند که در ذهن افراد مختلف با یکدیگر مختلف می شود و ایجاد کند

همیشه اسامی را که در آن بودند (not specific)

همیشه اسامی را که در آن بودند مشخص بودند ، نیز ، ... (specific)

در مثال با در تری Name توانستیم دلیل را خاص کنیم



statistics : درست ، یاد دهنده ، حواصا reference باشه
خالی نده که نباشد و نهایتاً در کتب 5 پاراگراف 2 بار حق استناد
از کتاب داریم .

statment : نقل قول کردن از افراد معتمد یا سازندگان و کلمه
حق نداریم ، اجماع به این ، توصیف ، سائنس بیس صحبت کنیم که بحث
تحقیق است حواصا نوشته نشویم .

* توجه : به غیر از Quick Example از support های دیگر
استناد نگیر چون سبب آری بالاست .

Narrative Ena : بیان داستانی است که دلیل ما را برای تئوریا
شده ترجیح بده و یکی هم support را میگیرد اما چون قواعد و
قانون خاص خود را دارد و بسیار زیاد گفته و زیاد بلند باشد در همین ما
برای هر موضوعی داستانی نداریم کلاً از این support استناد
نماند کرد (غیر مجاز)

Unity : یکپارچه

یکی support ها با هم مرتبط به نظر می آید و باید دلیل
به ارتباط نظر دگر شود .

مشق : ① having a personal car

② If you could travel back in time to visit one
important person from history which person
like to meet ? (use specific reasons and ena
to support)



Coherence

پیوستگی

طینح سوم :

70% writing از این بخش

باعث پیوند اجزای Essay می شود

House! Fire! Dog!

در یک لایه پیوستگی نیست

از این سه کلمه عبارت 5-6 تفسیر شد کرد و درس آن نیست که از TS که Problem است به support آمد که بهم ارتباط داشتند و نه با T.S. نگاه به خواننده اجازه تفسیر بهم

وجود داشتن : Coherence

① Explanation of the support

Shirdel is a disgusting man.

He smokes. (قابلیت) and he blows it to my eyes.

He drink water. (قابلیت) while he drink spilling to my eye. (Coherence)

He eats food. (قابلیت) while he eat ...

بعد از جمله ابتدایی دلیل بالا را بیاریم خواننده قادر به تفسیر و تفسیر شدن از این جملات می کند



② Reminders of the precise opinion

مفراستگان به طرز واضح و روشن که ادوات و انشائیات را جمع به مطلقه اطلاعات برای
 بدیهیم بکنند ادوات اصلی که ما را جمع به آن ترصیح داده ایم و انشائیات خود به همین
 دلیل است و در هر Support عند آن شده pre-opinion را برای خواننده
 یا ناآوردی کنیم به در صورت زیر:

Precise Opinion - exact words
 or
 - Synonyms

He is a disgusting man because of he smokes...

I hate him for he drink...

③ Transition

به صورت ارتباط ادوات که با این خود Support است تا به برود

أصول : Coherence

- Transition

- Reminders of the precise opinion

- Support

- Explanation of the support

Some people believes that parents should not have more than two children. Some people believes that parents should have as many children as they wish.

Whitch opinion do you agree with?

two — phisically and mentally ability of parens
 — attetion
 — social problem

Motivator

I believe that parents should not have more than two kids because of limited natural resources, facilities, and space.

introduction body par

blueprints :

— why → because
 clause & phrase

How → , in , by : prep
through , from , with

when →

اگر سوالی بوده باشد با حرف درست باشد یا نه
کمی چسب باشند
از تکیه زایی میزنیم چه blueprint ، Thesis stat ،
از اینها، جایز نیست جمله است یا نه

هر کدام از پاراگراف body pro. شروع one pro
5 پاراگراف 12 support لازم است.

بین پاراگراف لازم است transition

T.S → Transition + Reminder of the thesis
statement + Main Idea (Blueprint).

Conclusion → Reworded Thesis statement +
(Blueprint) + Clincher

در Conclusion آوردن Blueprint
زیاد کردن تعداد جملات.



المقدمة

Motivator

1. Opposit opinion → The most common

بما أنه although

2. A Brief story

3. An Intersting statment → The Best

من رواية كمال شوق لرواية أنك رجا جرائس أنه كالتالي

وقد ذكر في motivator ما كالتالي من رواية جريه كالتالي
أنك كان قد كالتالي استبان

Clincher

1. A Referense to motivator

2. An Intersting statment → the best



Four Paragraph Essay :



Two Dim. ← وقتے اور روزہ از مناسبت مسلمانان را می دهد و مناسبتی ندارد
 which one do you prefer?

or

Compar

Such as

Contrast

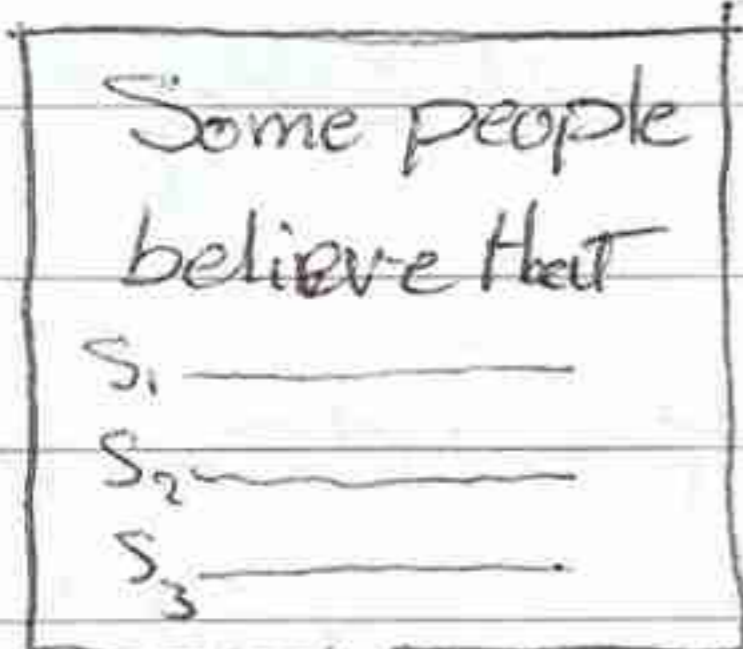
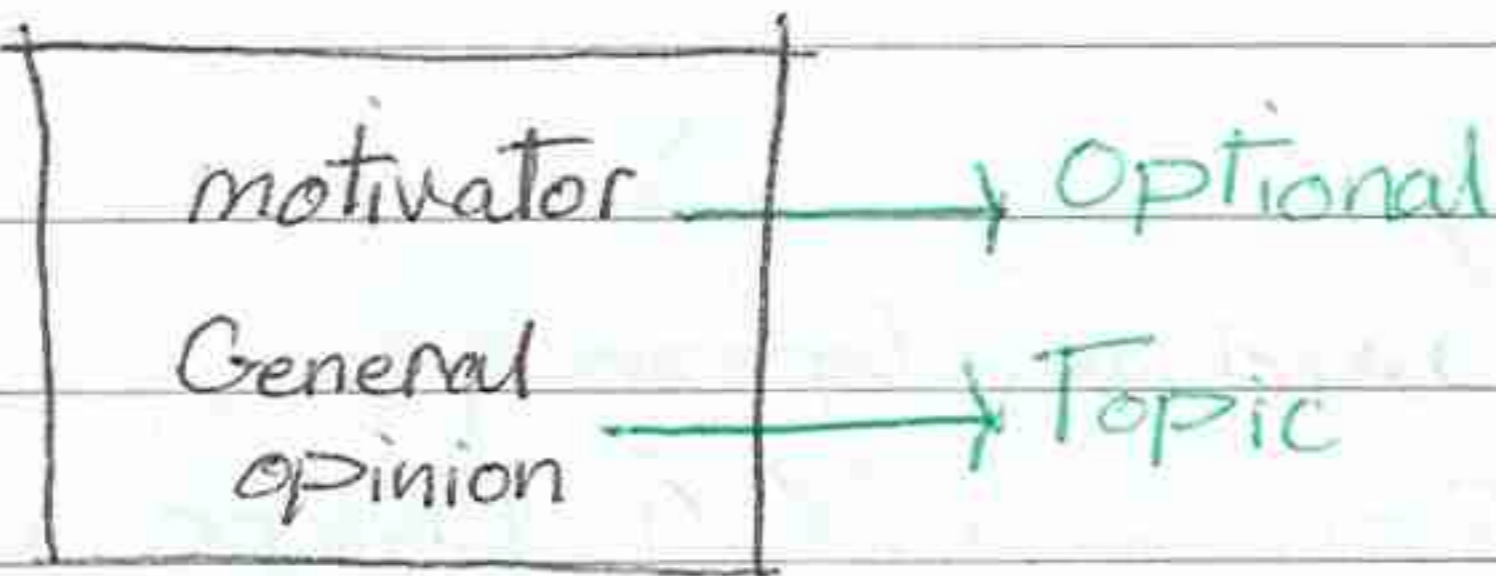
advantages

dis advantages

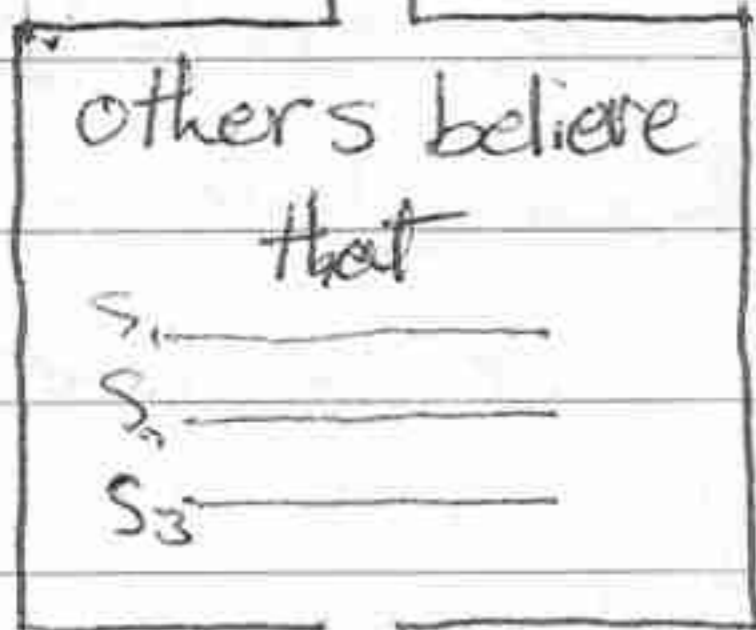
discuse both opinion

It has been recently announced that shopping center (بازار) maybe built in your neighborhood (محله).
 Do you support or oppose?

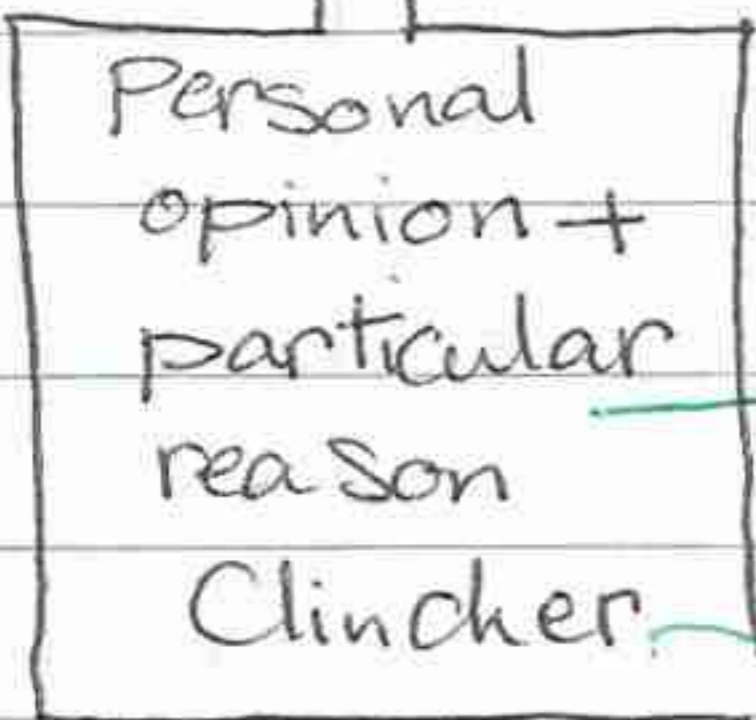




Transition → However! مگر!



→ باید بدانیم که با ایران موافق هستیم که نزدیکتر به ایران است



→ The best (worthy) support

→ به ایران قبل از آنکه

→ Optional



جلسه نهم :

• اگر مجبور بودم و Topic به گونه ای بود که باید پارا 5. هر پاراگراف در آن
 یک blue pr. را کم کنیم در نتیجه Essay ما 4 پاراگراف می شود و اثر
 کتلا درست باشد نمره کامل می گیرد.

• ولی اگر حتی وقت کم بود می شود به شکل زیر نوشت

motivator

Thesis sta.
 S₁ ———
 S₂ ———
 S₃ ———

Conclusion

این مدل نمره کمی دارد حتی در صورت
 درست بودن و ربط برای موافق
 اضطرار است.

Topic :

Some people believe that they should keep all the money that they have earned and should not pay taxes to the state. Do you agree or disagree with this opinion?

Task I

کتابت هفت

یک reading را ظرف 3 دقیقه می خوانیم و بعد یک lecture گوش می کنیم که با هم دیگر support می کنیم یا oppose که سرعت این lecture بعد از آن که از listening است. بعد از آن یک دقیقه وقت داریم و بعد از آن سوال مورد نظر هر کس و 20 دقیقه وقت داریم تا writing مربوط به آن در آوریم.

reading که ابتدا می آید در حین وقت 20 دقیقه روی monitor هست و هر کس به آن جمع کرد اما نباید جمله ای را به صورت یک یک از reading در writing مان بویسم چون باعث کسر نمره می شود.

در حین بخش listening می توانیم note برداریم و استفاده از جملات listening اشکالی ندارد.

Reading Support
and => or
Lecture Oppose

Oppose:

اصلاً در این Task نباید نظر داشته کرد و ضمیر I, we, ... به هیچ عنوان نباید استفاده شود.

می توان متن را به صورت یک پاراگراف نوشت اما زیاده حرف نیست بعد از آن 4 پاراگراف نوشته شود. نحوه نوشتن 4 پاراگراف به در لنگه های کپی



iBT Writing Task One

On the writing section, for task one you will be asked to do the following.

Read a passage on an academic subject. Listen to a lecture on the same topic, and write an essay that discusses the relationship between the two. You'll have 3 minutes to read and 20 minutes to respond.

WRITING SECTION DIRECTIONS

It is important to note that your first writing task will require both a reading and listening part. So you'll need to leave your headset on. Your essay must be typed, so you should have some familiarity with the keyboard before you take your TOEFL. The word processor used for the TOEFL is very simple; it only has cut, paste, and delete functions.

For the first task, you will have three minutes to read a passage. After that time is finished, the passage is removed from the screen, and you will listen to a lecture on the same topic. You may take notes during the reading and the lecture. When the lecture is finished, you'll have 20 minutes to write an essay on the relationship between the reading and the lecture. Your response must not include personal opinions. The reading passage will appear on the screen for your reference.

MAKE SURE YOU ANSWER THE QUESTION APPROPRIATELY

One of the things the graders will look at when reading your essay is how appropriate your response is to the task. Well-written essays that don't address the task will lose points. Therefore, it is important that you are clear about the two different tasks you are going to do on the TOEFL.

The first task asks you to summarize and relate the points in a lecture to those in a reading. Thus your essay should contain only facts from the material. All you are expected to do is to report the main points mentioned and show how they are related to each other. You are not to give your opinion on any of the topics. The first task should be written entirely in the third person_ that is using words such as he, she, the professor, and so on. You should never use I or me in the first essay.

The second task requires you to state your opinion. This task requires you to argue what option or choice you believe to be better. Thus, the essay should be written in the first person_ it's acceptable to use I and my for the second essay.

It is important that you understand the tasks. Knowing exactly what your purpose is makes it easier to write.

MAKE SURE YOUR ESSAY IS THE APPROPRIATE LENGTH

On the TOEFL, quantity makes a difference. To a grader, a longer essay is a better essay. Why? Because a longer essay shows the grader that you are comfortable writing and are able to write a sustained, focused piece. When writing, you must make sure your essay falls within the TOEFL's suggested guidelines for length.

For the first task, the TOEFL states that an 'effective' response is between 150 to 225 words.

STEP 1: Know What You Are Going To Write

The biggest danger in trying to write under timed conditions is writer's block_ that is, you have absolutely no idea what to write. While you struggle with how to put your thoughts on paper, valuable time slips away. Fortunately, there is an easy solution to this problem: know exactly what you need to write before you sit down at the testing center.

We're going to look at templates for each of the writing tasks. Use these templates and familiarize yourself with the basic parts. That way, you'll simply have to adjust the template to the specific topic.

Template # 1: Casting Doubt on a lecture

For the first essay, you will generally be asked to perform the following task:

Summarize the points made in the lecture, explaining how they cast doubt on the reading.

The template for this task is as follows:

Paragraph #1: Introduction

I. Topic Sentence

In the lecture, the (professor/ teacher/ instructor) **made several points about** (the topic).

II. State the main idea of the lecture

The (professor/teacher/ instructor) **argues that** (the main idea of the lecture).

III. Transition/ main idea of reading

So **However, the reading contends that** (the main idea of the reading).

IV. Thesis statement

The professor's lecture casts doubt on the reading by using a number of points that are contrary to (the main idea of the reading).

Paragraph #2: Body Paragraph

I. Transition/ point #1 from lecture

The first point that the (professor/ teacher/ instructor) **uses to cast doubt on the reading is** (point #1 from lecture).

II. Detail for point #1 *Explanation of support*
According to the (professor/teacher/instructor), (detail for point one from the lecture).

III. Counterpoint from reading *because*
(Point #1) **differs from the reading, in that the reading states** (point #1 of the reading).

IV. Explanation of relationship between reading and lecture
The point made by the (professor/lecturer/ instructor) **cast doubt on the reading because** (why lecture is different from reading).

Paragraph #3: Body Paragraph

I. Transition/ point #2 from lecture

Another point that the (professor/ teacher/ instructor) **uses to cast doubt on the reading is** (point #2 from lecture).

II. Detail for point #2
The (professor/teacher/instructor) **claims that** (detail for point #2 from the lecture).

III. Counterpoint from reading
However, the reading states (point #2 from reading).

IV. Explanation of relationship between reading and lecture
This point is contradicted by (point #2 from lecture).

Paragraph #4: Conclusion

I. Topic sentence

In conclusion, the points made in the lecture contrast with the reading.

II. Summary

(Points #1 and #2 from the lecture) **demonstrate that** (main idea of the reading) **is in doubt.**

WRITING PRACTICE DRILL #1

Directions: You will have three minutes to read the following passage. You may take notes during your reading. After the three minutes are up, you will hear a lecture on the topic. You may take notes during the lecture as well.

After the lecture ends, you will have 20 minutes to write your response. An effective response is generally 150-225 words long. You may use your notes to help you answer, and you may refer to the reading passage. Your essay will be graded on the quality of your writing and on the completeness of the content.

Reading

Scant physical evidence remains of the first human domestication of grain. Still there is enough to conclude that ancient peoples, motivated by the nutritional value of bread or cakes made of wild wheat, looked for controlled ways to grow it to provide a consistent food supply. Three related discoveries are likely to have led to the introduction of bread as the first grain-based food.

The first discovery was that wheat could be prepared for use by grinding. People probably began consuming wheat by chewing it raw. Because wheat is very hard, they gradually discovered that it was less trouble to eat it crushed to paste between two stones_ the result would have been the ancestor of the drier, more powdery wheat flour we use today.

From there, it was a short step to the next breakthrough: baking the simplest bread, which requires no technology but fire. Loaves of wheat paste, when baked into bread, could be stored for long periods, certainly longer than raw seeds. This kept the food value of wheat available for an extended period after it had been harvested.

Finally, ancient peoples found that, if the paste was allowed to sit in the open, yeast spores from the air settled on it and began fermenting the wheat. This natural process of fermentation caused bubbles to form in the wheat paste that suggested it would be lighter in texture and even easier to eat when baked.

Now listen to part of a lecture on the topic you just read about.

Now get ready to answer the question.

Question: Summarize the points made in the lecture you just heard, explaining how they cast doubt on the contents of the reading. You may refer to the passage as you write.

TEMPLATE #2: Showing Support for a Reading Passage

You may also see a prompt like the following:

Summarize the points made in the lecture, by explaining how they support the reading.

This task is the opposite of the first one. The template is fairly similar.

Paragraph #1: Introduction

I. Topic Sentence

In the lecture, the (professor/ teacher/ instructor) **made several points about** (the topic).

II. state main idea of lecture

The (professor/teacher/ instructor) **argues that** (the main idea of the lecture).

III. Transition/ main idea of reading

The points made by the (professor/teacher/instructor) **agree with** (main idea of the reading passage).

IV. Thesis statement

In fact, the examples used by the (professor/teacher/ instructor) **support** (main idea of the reading passage).

Paragraph #2: Body Paragraph

I. Transition/ point #1 from lecture

The first point that the (professor/ teacher/ instructor) **uses to support the reading is** (point #1 from lecture).

II. Detail for point #1

According to the (professor/teacher/instructor), (detail for point #1 from the lecture).

III. Counterpoint from reading

(Point #1) **supports the reading, which holds that** (point #1 from the reading passage).

IV. Explanation of relationship between the reading and the lecture

The point made by the (professor/lecturer/ instructor) **supports the reading because** (why lecture agrees with the reading).

Paragraph #3: Body Paragraph

I. Transition/ point #2 from lecture

Furthermore, the (professor/ teacher/ instructor) **bolsters the reading by stating that** (point #2 from the lecture).

II. Detail for point #2

The (professor/teacher/instructor) **claims that** (detail for point #2 from the lecture).

III. Counterpoint from the reading

This point agrees with the reading, which contends that (point #2 from the reading).

IV. Explanation of relationship between the reading and the lecture

The (point #2 from the lecture) **shows the truth of the reading because** (why point #2 agrees with the reading).

Paragraph #4: Conclusion

I. Topic sentence

In conclusion, the points made in the lecture support the reading.

II. Summary

(Points #1 and #2 from the lecture) **demonstrate that** (main idea of the reading) **is valid.**

STEP 2: Organize Your Essay

In the first step, we looked at *how* your essay should look. Now we need to talk about what your essay will contain.

For the first task, you will be presented with a short reading. While reading, take notes on the main idea and some of the major facts presented. Your notes do not have to be very detailed_ you'll be able to refer back to the passage while you are writing. It is important to know the general idea of the reading, however, so that you can relate it to the lecture.

was the transition in class

During the lecture, try to note the major points presented by the professor. There will usually be three to five points, and you won't need all of them: Two or three points will be sufficient for the task. You will not be able to hear the lecture again, so it is important to remember some of the points. Try to organize your notes in the following way:

Reading Main idea: _____
 Example/reason: _____
 Example/reason: _____
 Example/reason: _____

Remember it is too difficult to read and take notes, then do not attempt it. The reading passage will be available for reference while you write. For the lecture, the main idea is generally opposite that of the reading, so don't worry about noting that. The examples offered in the lecture are the parts you have to concentrate on. During the lecture, try to organize your notes as follows:

Lecture:
 Point #1: _____
 Detail #1: _____
 Point #1: _____
 Detail #1: _____
 Point #1: _____
 Detail #1: _____

Even if you are unable to write down the details for the example, you'll need to try to remember them so you can refer to them in your essay. If you don't mention specific points from the lecture, you will receive a lower score.

STEP 3: Consider Your Audience

TOEFL graders are trained to look for certain features in your writing. By ensuring that your essay contains these features, you'll improve your score. Similarly, there are some elements to avoid in your writing. Make sure your essay contains the following:

1. An introduction, body paragraphs, and a conclusion.
2. Specific examples. Your essay must absolutely use specific examples. The more detail you use, the better your essay will be.
3. Transitions. One of the things TOEFL graders look for in an essay is "unity and coherence." That means that all the ideas are linked together with appropriate transitions.

In addition, you'll want to avoid the following:

1. Repeating phrases from the reading or prompt work for word. Always put the examples and reasons into your own words. Although repeating a word or two is okay, you should never copy long phrases directly from the text on screen. TOEFL graders will penalize you for this.
2. Writing an unbroken block of text. Make sure you divide your essay into separate paragraphs. Do not just write a single paragraph.
3. Including material not relevant to the task. Your essay must remain on topic. Do not include any reasons or examples that do not connect or relate to the task.

STEP 4: Use Your Time Wisely

If you had unlimited time, you would surely be able to achieve a top score on the writing section. Unfortunately, your time on the TOEFL is extremely limited. Thus, you must make sure to use your time wisely. The following table provides a good guide for how to spend your time:

Task #1: 20 minutes

Time	Task
5 minutes	Organize your essay
2 minutes	Write your introduction
10 minutes	Write your body paragraph
2 minutes	Write your conclusion
1 minute	Proofread your essay to correct any mistakes

Now you are ready to try some practice writing drills.

امتیاز : ۱۰

SUPPORT ← یک نوع نوشتن در بزرگ حاکمه

امتیاز : ۱۰

Time management of task II:

total: 30 min

1-3 → Reading the topic

تسلیه آینه نوشتن با چند پاراگراف همراه بود

3-27 → Non-stop writing

27-30 → Review

اشدین کلمات ← دو پاراگراف در در نظر گرفته می شود و average
لغت در هر پاراگراف آید و در هر جمله جملات مثبت می کنیم تا حد امکان مثبت آید

الیه در کامپیوتر counter لغت هست که الیه article و prepo
حساب می کند



ordinary ، B در
 Trad. music ل Inte. music
 بسیار مشکل است

clever ، A در
 music موافقت کرد یا خود موافقت کرد و یا خود مخالفت کرد و
 هت نوع سبب را مطرح کرد که از آن دو صورت است (به نظر ما)

conclusion بار از جوی موارثی که در بالا صحبت شد نتیجه گیری
 کرد چه با اخصیت و چه کم اخصیت.

نتیجه گیری : در 4. par ، 5. par هم در بیان مثل n. Dim ، ستار
 کرد.

مثلاً در 4. par که بار از پاراگراف موافقت می کردیم در بیان با او
 دو موافقت کرد.

دو عاملی که Essay بار مهماً داشته باشیم :

1. Well - Organized

- paragraphing

- Topic Sentences

- Supports

- Transition

2. Well - Developed

- Unity and Coherence

- Sent. structure variety

- Vocabulary Range

a. Shirdel@aryanpourcenter.com



word → attach